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ABSTRACT

A study of admission and retention problems for black undergraduate students in seven predominantly white universities was commissioned to identify the principal problems, propose program alternatives to promote retention and graduation, and make recommendations about the responsibilities of the institutions in assuring access and graduation opportunities. Private and public universities were chosen in four major U.S. regions: South, East, Midwest, and West. Administrators, faculty, and black students (including leaders of black organizations) were interviewed. Interviews covered such areas as admissions and attrition, the social and academic milieus, race relations, and relations with black faculty and administrators. Results of interviews and questionnaire responses indicate that poor academic preparation in secondary schools is the main barrier to access to higher education in these institutions, yet several of them are considering raising entrance requirements. A tendency was found in two private universities to accept only the most "socially acceptable" black students, excluding the economically disadvantaged. Attrition rates vary significantly among the institutions studied, but at all of them attrition appears to be rooted in the poor quality of black student life, characterized by hostility toward blacks. Conflicting messages from policy and practice are felt by these students, and similar conflicts are felt among black students themselves. Students feel black administrators are not sufficiently concerned with their welfare. Substantial changes in admission, recruitment, financial aid, academic assistance, orientation, counseling, and student life policies and practices are recommended to support the black student community and interactions with whites. Appended is a list of further resources. (MSE)

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Admission and Retention Problems of Black Students at Seven Predominantly White Universities

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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December 1980

National Advisory Committee on
Black Higher Education and
Black Colleges and Universities

The National Advisory Committee on Black Higher Education and Black Colleges and Universities issued the following reports:

(1) First Annual Report: Higher Education Equity: The Crisis of Appearance Versus Reality. (for Calendar Year 1977)

(2) Access of Black Americans to Higher Education: How Open is the Door? (January 1979)

(3) Second Annual Report (for Calendar Year 1978)

(4) Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education. (September 1979)

(5) The Black Educational Policy Researcher: An Untapped National Resource. (December 1979)

(6) The Third Annual Report for Calendar Year 1979: Overview of Committee Research (June 1980)

(7) Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978. (June 1980)

(8) Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans. Volume I (September 1980)

Copies of all of these reports, except for the First Annual Report and the Access report, may be obtained free of charge by writing to the address given below.

The first two listed reports are out of print, but file copies are available in the Committee Staff's office.

Also, requests for the 1981 edition of the "Selected List of Postsecondary Education Opportunities for Minorities and Women," are being accepted and will be sent free of charge for as long as the supply lasts.

Requests for these publications should enclose a self addressed label and sent to:

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ADMISSION AND RETENTION PROBLEMS

OF

BLACK STUDENTS

AT

SEVEN PREDOMINANTLY WHITE UNIVERSITIES

BY

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DECEMBER 1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
Washington, D.C. 20202

FEB 17 1981

Honorable T. H. Bell
Secretary
U.S. Education Department
Washington, D.C. 20202

Dear Mr. Secretary:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, entitled Admission and Retention Problems of Black Students at Seven Predominantly White Universities.

This report furthers the Committee's mandate to advise and make recommendations on the development of means to increase access, retention and graduation of Blacks from institutions of higher education. With its focus on barriers to admission and retention of Black students at predominantly white universities, the report points up the need for expanded assistance programs and equitable policies to increase access and ensure opportunities for success of Blacks in higher education.

We are grateful for the opportunity to focus national attention on the issues that adversely affect higher educational opportunity for Black Americans. It is our expectation that the findings and recommendations contained in this report will assist the Federal government in initiating and continuing efforts to provide racical equity in higher education.

Sincerely,

Elias Blake Jr.

Elias Blake, Jr.
Chairperson

FOREWORD

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education, and Welfare in 1976 to advise and make recommendations to the Secretary, the Assistant Secretary of Education, and the Commissioner of Education on all aspects of the higher education of Black Americans. Its charter was extended to June 30, 1980, by the Secretary of Education to enable the Committee to continue these important functions within the U. S. Education Department. In undertaking these tasks, the Committee has developed a Plan of Action that calls for the production of various reports highlighting the status of Blacks in higher education and offering recommendations based on the findings of those reports.

Admission and Retention Problems of Black Students at Seven Predominantly White Universities is the latest in the continuing series of Committee reports designed to attract national attention to problems of Black participation in higher education and to influence U.S. education policy. The concerns addressed in this report derive from Goal II, Opportunities for Success, of the Committee's Plan of Action. Section B of Goal II calls for the "review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate, and professional school levels" (Charter Area #9).

Previous reports in the series include:

-- Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume I, which represented the culmination of the activities of the original fifteen members of the Committee by presenting the necessary components of a long range plan for increasing the participation of Black Americans in higher education and enhancing the historically Black colleges and universities.

-- Still A Lifeline: The Status of Historically Black Colleges and Universities, which focused on current conditions in the Nation's historically Black colleges and provided a framework for future recommendations designed to enhance this unique sector of the higher education system.

-- The Black Educational Policy Researcher: An Untapped National Resource, which identified reasons for the paucity of research by Blacks on questions of public policy related to the educational needs of Blacks and explored ways to expand the research and scholarship base;

-- Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education, which stressed the continuing commitment of historically Black institutions to serve minority and low-income students, as well as the need to ensure their continued viability;

-- Access of Black Americans to Higher Education: How Open Is the Door?, which investigated the barriers to increased Black participation in postsecondary education, identified possible ways to increase access, and emphasized the necessity for institutional diversity and pluralistic educational structures in order to meet the future needs of Black students.

This report also deals with barriers to higher education faced by Black Americans, but it focuses specifically on admission and retention problems at seven predominantly white universities. Through a series of indepth interviews and an analysis of questionnaires administered to Black students, Black faculty and administrators, and white faculty and administrators at the universities studied, the report reveals that Black students face barriers to admission and retention ranging from poor secondary school preparation and university hostility to inadequate financial aid and a paucity of Black faculty role models. It concludes that predominantly white universities need to step up their efforts to recruit and admit Blacks (particularly those from the lower income groups), create needed support systems to ensure retention of Black students, and encourage a more welcoming campus environment.

The Committee extends special appreciation to Dr. Donald H. Smith, professor of education at Baruch College of the City University of New York, who brought his substantial knowledge and profound insight to bear on this little explored question with such fruitful results. The Committee also wishes to acknowledge the contributions of its Program Delegate, Carol J. Smith, who supervised the research and production of the report, and Susan H. Coughlin, who edited the report.

Elias Blake, Jr.
Chairperson

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I. INTRODUCTION

This study was commissioned by the National Advisory Committee on Black Higher Education and Black Colleges and Universities to serve a three-fold purpose:

1. to identify the principal problems related to the admission and retention of Black undergraduate students in institutions of higher education;

2. to propose program alternatives and strategies for their retention and graduation from college; and

3. to make recommendations regarding the responsibilities of predominantly white institutions in assuring access and graduation opportunities for Black students.

Originally the investigation was to include students in graduate and professional schools. However, time and scheduling constraints prevented their inclusion in the study.

During visits to seven predominantly white universities, this investigator conducted personal interviews and administered a questionnaire to Black students, Black faculty and administrators, and white faculty and administrators.

The study was originally designed to include one distinguished private university and one public State university from each of four geographical regions--East, South, Midwest and West. However, the southern public university selected for the investigation declined to participate, citing its involvement in ongoing litigation related to the Adams desegregation mandate. The refusal came too late to substitute another institution, so the study was carried out with seven universities. For purposes of this report, I shall call them East Public University, East Private University, South Private University, Midwest Public University, Midwest Private University, West Public University, and West Private University. [1]

Identical letters were sent to all of the institutions, requesting that meetings be arranged with the following groups or individuals:

--Chairperson, faculty and four or five members of the largest Black student organization;

--Black students who were not members of Black student organizations (seven or eight, including graduate students);

--Dean of Students and/or Vice President for Student Affairs;

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[1] In the course of the research, it was agreed that the universities and university officials supplying data, participating in the indepth interviews, and answering the questionnaires would not be cited by name.

--Director of Admissions;

--Director of Financial Aid;

--Chairperson of the Faculty Senate;

--Director of Freshman Studies/Director of Developmental Studies (if such or a similar administrator existed); and

--Black faculty, administrators or support staff.

The amount of cooperation from the universities varied. For example, one university complied with all requests--making students, administrators and faculty available and hosting two luncheons and a dinner. At the opposite end of the spectrum was a university that planned no meetings until I had actually arrived on campus. Still another arranged the meetings at six different sites on a vast campus, making it almost impossible to collect the required data in the two days allotted for each campus visit.

As a result, the number of questionnaires administered and the number and quality of interviews obtained varied from campus to campus. However, despite the difficulties encountered and the short time period available to conduct the study (April 15, 1979 to May 25, 1979), a good deal of useful information was acquired.

II. ANALYSIS OF INDEPTH INTERVIEWS

An Overview of Admissions and Attrition

The admissions and attrition statistics made available by the seven universities included in the study are incomplete. In some cases, university officials reported that they had no data; in others, data were simply not provided; still others provided incomplete or contradictory data.

Nonetheless, it is clear from the data available that Blacks make up a small percentage of admissions at the private schools investigated, with some universities increasing and others decreasing their Black enrollments since the early seventies. The public universities have made only slightly better progress. (Table 1)

The period of the late sixties to the early seventies seems to represent a pivotal point in the pattern of Black admissions to higher education institutions. Following the death of Dr. Martin Luther King, Jr., in 1968, many American universities, including all of those in the study, initiated special efforts--sometimes special programs--to increase Black admissions. For example, South Private University--which admitted no Black undergraduates until 1963, admitted only a handful thereafter, and recruited no Blacks until 1969--was strongly motivated by the King assassination and a subsequent takeover of the president's office by Black students. Following the disturbances, the university instituted a Summer Transition Program (STP), created an Office of Black Affairs (changed to "minority" affairs in 1978), launched an Afro-American Studies Program, and hired a Black admissions officer.

In fact, all of the universities studied have Black personnel in their admissions offices. Some of the Black admissions officers concentrate exclusively or primarily on recruiting Black students, while others are assigned to work with a more general population.

Likewise, all of the universities, except West Private, has or had a special program to promote the academic adjustment of Black students whose admissions credentials (Scholastic Aptitude Test scores, class rank, grade point average) do not qualify them for regular admission or whose academic projections suggest difficulty in remaining in school. Even East Private University, which can boast of Black students with college board scores averaging 100 points above their nearest rivals, found it necessary to establish an "Efficacy Seminar" in an attempt to help those students systematically structure their goals and learn to manage their time. Midwest Private had a special program during 1971-1973 but discontinued it. Midwest Public has an Opportunity Program that provides for special admissions, financial aid, academic assistance, and "other necessary support." East Public University has a State Educational Opportunity Fund Program which, supplemented by university funds, provides financial aid and academic support services. West Public has a Freshman Summer Program and an Academic Advancement Program that provide academic support services. As mentioned earlier, South Private has a Summer Transition Program (STP).

TABLE 1: NUMBER OF BLACKS ADMITTED TO SELECTED INSTITUTIONS AND BLACKS AS PERCENT OF TOTAL STUDENTS ADMITTED, 1972 to 1978

Type of Institution	1972		1973		1974		1975		1976		1977		1978	
	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted	Number of Blacks	Percent of total Admitted
East Private	90	-	75	-	75	-	75	-	90	-	174	8.0	178	8.1
Midwest Private	39	5.5	45	6.6	33	4.2	36	4.5	38	4.4	18	2.2	26	3.2
South Private	-	-	74	6.3	83	6.3	-	-	-	-	87	-	87	-
West Private	294	4.5	300	4.6	304	4.6	327	5.0	331	5.0	340	5.2	356	5.4
East Public	-	-	-	-	709	10.9	722	10.4	718	11.0	947	12.0	1,205	14.1
Midwest Public[1/]	1,100	5.7	1,351	6.6	1,246	6.2	1,268	6.0	1,364	6.4	1,364	6.3	1,339	6.2
West Public[2/]	-	-	-	-	-	-	-	-	-	-	-	-	-	-

1/ These figures are approximations based on data that do not clearly separate undergraduate enrollment from graduate and professional enrollment.

2/ West Public provided no enrollment data, but the university's interim report, "Undergraduate Enrollment Planning," indicates a present undergraduate enrollment of 19,200. A graph depicting the ethnicity of West Public freshmen from the mid-sixties to the present appears to indicate a slow increase in Black freshmen from about 1 percent in the mid-sixties to about 5 percent in the late seventies.

South Private University's program rates a closer look, as it illustrates differences in Black and white perceptions that surfaced time and again at all of the universities investigated. At the outset, the purpose of the STP was to provide precollege academic support and remedial education for entering Black freshmen whose records indicated the need for special assistance. Gradually the program's racial composition has changed; it now includes numbers of white women and a few white male athletes. University officials say the change is designed to avoid "stigmatizing" Black students by placing them in an all Black program. Black faculty and students have a different explanation. They view the inclusion of white students as a weakening of commitment to Black students at best and, at worst, a veiled move to discontinue the program. They point out that every STP slot allocated to a white student eliminates a space for a Black student in need of academic assistance. By reducing opportunities for underachieving Black students, South Private could ultimately limit its Black admissions to an elite group of high achievers.

In fact, a growing lack of interest in underachieving Black students from inner-city high schools was evident among most of the universities investigated, even though they have taken some steps to provide assistance. For example, 75 percent of the current Black population at East Private University is middle-and upper-class and the product of predominantly white communities and predominantly white schools. By contrast, in 1969, 40 percent of the Black population came from the lower class. An East Private official looked at this shift as a positive sign: "It is right for East Private and better for the students, because there is better adjustment and less desperate alienation." One admissions director from another private university put it more bluntly: "If we had two Black students with almost identical admissions prerequisites to choose from, we would choose the one from the private school." Pressed for a reason, the official responded, "Parochial and prep school graduates have been socialized to fit into our academic and social requirements better than those of the public schools."

This preference for students from private schools over those with equal qualifications from public (mostly inner-city) schools portends a potentially elitist admissions policy, in which few students from all-Black inner-city schools will gain entrée to the most prestigious universities. Taken to its logical conclusion, such highly selective admissions policies, which look not only for the highest achievers but also for those who have been socialized in white environments, could ultimately result in the development of an elite Black leadership that has little identification with its Black roots and, accordingly, feels little responsibility for the Black underclass. This crucial issue surfaces not only at the prestigious private universities but also emerges to a lesser extent at the public universities studied.

The statistics on attrition are equally disturbing. Even the incomplete data made available suggest an alarming rate of failure. At Midwest Private and Midwest Public, the Black attrition rate hovers at about 43 percent. Considering Midwest Private's far more selective admissions policy, this failure rate for Black students is enormous. West Public's

Black freshmen fail at a rate of 31 percent; students enrolled in East Public's special Educational Opportunity Program flunk out at a rate of 28 percent. (Neither of these figures describes more than a fraction of Black students on either campus however.) South Private reports a small attrition rate of 20 percent. East Private reports negligible Black attrition, with 50 percent of the Black population doing honors work, compared with 80 percent of the white population. West Private reports no data. (Table 2)

The existence of special programs that provide academic and financial assistance seems to have little impact on Black attrition at the universities investigated. Despite special academic and financial aid programs at East Public, Midwest Public and West Public, attrition is a major problem. Midwest Private, which provides financial aid but no special academic assistance, also has a major attrition problem. South Private, which provides financial aid and has a special academic assistance program, has a modest problem. East Private, which admits the cream of the Black crop, provides financial aid and conducts a special seminar to assist Black students, has no special attrition problem.

Unfortunately, many university policy makers seem to believe that raising admissions standards and favoring Black students from private schools are the best ways to reduce high attrition rates or maintain low ones. Such a strategy could be devastating to the educational aspirations of economically poor Black students from the inner cities. A policy of elitism does not address the higher education needs of Black Americans.

The Social Milieu

It is important to understand the social context in which the education of Black students on predominantly white college campuses takes place.

Statements made during indepth interviews with Black students revealed that, by and large, they feel depressed, lonely and alienated. They perceive their universities as hostile places in which their relationships with white professors and white students are often demoralizing.

At West Public, Midwest Public, Midwest Private and East Public, students complained of police harassment. They referred specifically to a double standard employed by campus security police, who frequently stop Black students and require identification cards, while making no such demands on white students.

During the interviewing period, serious racial tensions existed at East Public University, where Black students and some Black faculty were pressing demands upon the university administration to improve the quality of Black life on campus. In several written communications to university administrators and state education officials, the students expressed great concern about the following issues:

--lack of active recruitment of Black students;

--changing admissions policies and standards, which would discourage Black enrollments;

TABLE 2: ATTRITION RATES OF BLACK STUDENTS, 1978-79 ACADEMIC YEAR

East Private	1/
Midwest Private	43%
South Private	20%
West Private	No data
East Public	2/
Midwest Public	42.7%
West Public	26% 3/

1/ A special assistant to East Private's president indicated that due to the university's highly selective enrollment criteria, attrition was negligible.

2/ The university could provide attrition data for only its Equal Opportunity Program (EOP), which is one of four undergraduate colleges. The EOP, which is not limited to Black students, has an attrition rate of 28 percent for the class of 1978. Students believe that the attrition rate is at least twice as high.

3/ This figure, which is based solely on data provided by the university, does not present a true picture. Attrition data on entering freshmen reveal an average attrition rate of 31 percent; for entering juniors the figure is 21 percent. Overall, for new Black freshmen and new Black juniors, the combined attrition rate is 26 percent. Obviously, this figure does not account for students who drop out at other levels; namely, second-term freshmen, sophomores, second-term juniors, and seniors.

--high attrition of Black students;

--insufficient financial aid;

--lack of Black faculty and staff and attrition rate of same; and

--harassment by university police.

While a Black protest rally about these issues was taking place on campus, a white student attempted to ride his motorcycle through the line of Black marchers, resulting in forcible restraint of the cyclist and subsequent rumors of Black attacks on white students.

Several written communications from university officials and meetings between officials and the students followed, with the university attempting to assure students of its commitment to them. At the time of the interviews, Black students remained unconvinced. They were very angry.

At Midwest Public University, Black students had drawn up a similar statement of concerns, which included criticism of the university's investments in corporations that conduct business in South Africa.

Divesture was a major issue at Midwest Private and East Private, as well. In addition, the Black Student Association at East Private was involved in two other campaigns: saving the Black Studies Program and demanding that the East Private Spoof stop publishing racially offensive humor.

Other examples of overt racial hostility include an incident at West Public last spring, in which a sign reading, "nigers (sic) go home," was painted on the steps of the administration building, and the incident at Midwest Public, in which the emblem on a building honoring a Black activist was whitewashed and embellished with a swastika.

What's more, students who raise issues that they believe vitally affect Black life on campus or in the larger community are sometimes subject to sanctions. A senior at Midwest Private who was involved in the divestiture protests was called in by her advisor and reminded of "the possible effect her participation could have upon her law school recommendations."

Sometimes the social lesson takes the form of rewarding "appropriate behavior." The recently formed Fannie Lou Hamer Society at East Private is a case in point. Its members, all Black, were said by the Dean of Students to have organized themselves as the antithesis of Black Student Association types whose protests over Black studies, divesture and the Spoof they heartily disapproved. As one university administrator described it, the outlook of the Fannie Lou Hamer Society was "so refreshing" that its first social event was attended by no less than the university's President and Dean of Students. Their presence clearly signaled support for appropriate, nonprotesting attitudes and behavior. Ironically, the late Fannie Lou Hamer, herself a giant of Black protest, would have been unlikely to attend the affair.

At the time of the interviews, South Private University was the only campus that was not beset by serious racial conflict. Yet, South Private students expressed many of the same sentiments that emerged as themes at the other universities. As one put it, "I think Black people could go through this entire university without learning anything about Black contributions to America." Another South Private student called the lack of recognition of Blacks in the curriculum "criminal." Other students complained of "institutional racism" and cited numerous administrative and faculty efforts to "make us forget about our Blackness," a characteristic seen by many, though not all, of the students as something to be cherished.

On the other hand, white administrators and faculty interviewed at South Private expressed the opinion that, in the best interests of all students, race ought to be downplayed. This divergence of views between what most Black students feel is good for their cultural/emotional development and what most white faculty and administrators feel is good for the entire university is a source of considerable confusion and tension for Black students.

The Academic Milieu

At the prestigious private institutions studied in the East, West, Midwest, and, to a lesser extent, in the South, the students face enormous academic pressure. Blacks are no exception. Their identities are defined for them by their academic disciplines. "I am Black," or "female," or "from New York" becomes secondary to "I am pre-med," or "pre-law," or "business."

Even Blacks who have attended primarily white or racially mixed schools have never experienced the feeling, expressed by one student, that "my lab partner would cut my throat if it meant an 'A' grade for him." This "dog-eat-dog" academic environment is totally foreign to students from all-Black inner-city schools.

Such fierce competitiveness, born of exceedingly high standards and demands, practically forces Black students into an unfamiliar combat, not only with white peers and professors but also with each other. All things being equal, the transition to the required "I am pre-med" mind-set might be no more difficult for Blacks than for whites. However, the very real presence of racism, reinforced by constant reminders of allegations that Blacks are allegedly inferior, makes it almost impossible to complete that transition without carrying along racial identity.

Black students at these elite schools generally have both the intellectual ability and the academic skills to succeed, but they usually have no prior experience with such rigorous academic requirements and such ruthless peer attitudes and practices. Their immediate task upon entry into the university is to learn how to "master the university and its mythology," as one student put it. The faster students learn the language, behavioral codes, expectations, and other social nuances of the university community, the smoother will be their adjustment to the new environment.

The academic adjustment for Black students at the public universities investigated in the Midwest, East, and West, while much slower, is much more difficult. They are not subjected to such rigorous academic

requirements but neither are they the academic elite, possessing the superior secondary school training that characterizes the private university students. Most of them do not come from an academic environment where study and scholarship are valued, and there is a carry-over effect. As one West Public student described it, "There is some Black-on-Black pressure not to achieve. Many students deliberately give the impression that they're not working very hard." Consequently, the academic socialization of many public university Black students must include such factors as "permissibility to study" (or to achieve academically), "what to study," and "how to study."

Race Relations

Black students appeared to associate primarily with other Black students. On every campus the "Black table" was in evidence in dormitory dining rooms and cafeterias, although some individuals or small groups of Black students were observed eating at some of the "white tables." Living arrangements followed the same pattern. Most of the campuses had largely Black dormitories or concentrations of Blacks rooming with Blacks in primarily white dormitories.

Such arrangements are a matter of student, not university, choice. West Public students, for example, described Black-white relations as "no relations. They go their way, and we go ours." Other students at West Public reported some Black-white tensions in the dorms. Black women were said to serve as deterrents to Black men socializing with white women.

This act of grouping together is seen by the students, not so much as a reflection of Black cohesiveness, but as a necessity in a hostile environment. As one East Private student explained it, "I couldn't deal with white people so I had to associate with Blacks. Blacks sit together at dining tables but have no cohesiveness. We don't stick up for each other."

In fact, there was some evidence of Black intra-group conflict on at least one of the campuses studied. Black students at West Private University have their own residence, Ujima House, which is both a haven for its occupants and a source of Black disunity. Residents are referred to as the "in-crowd," and nonresidents are the "out-crowd." Such labeling, which the students apply to themselves, sets residents and nonresidents apart. Ironically, Ujima House is not a cultural center or counseling facility. It lends no support to Black students, who are as likely to criticize each other for being "super-Black," as they are prone to decry the "I-am-an-individual" philosophy.

In general, students described West Private as a place where depression is high, with few support systems for Blacks. Said one: "There are no institutions and resources to help students caught in a cultural, emotional, and academic whirlwind." White administrators and faculty made the same point somewhat differently. They were inclined, as one white official put it, to take the position that "students are students," thus rejecting the need for support systems geared to the cultural tastes and differences of Black students.

Most Black students interviewed at all of the universities spoke of white faculty and student hostility, which manifests itself in a number of ways. Mentioned frequently was the alleged belief of white faculty and students that Blacks had no legitimate place on campus, because all or most of them were special admissions or the beneficiaries of quotas. East Public University students complained of being told by their professors that classroom discussions, compositions, and research papers that speak to Black issues are irrelevant. The same sentiments were echoed at West Private, West Public, Midwest Public and East Private, though at the latter, students noted a more subtle approach to silencing discussion of Black topics. East Private communicates its cues by means of courses that do not mention Blacks, bibliographies that omit Blacks, and course syllabuses that contain no references to Blacks.

As mentioned earlier, another major concern with racial overtones is the manner in which campus police single out Blacks for presentation of identification.

Relations with Black Faculty and Administrators

The attitudes of Black students toward Black faculty are ambivalent and complex. On the one hand, the students expressed the strong need for more Black faculty and administrative role models. The hiring, tenuring and promoting of Black faculty were crucial issues in the position papers prepared by students at East Public and Midwest Public. On the other hand, Black faculty and administrators were heavily criticized for "not relating to Blackness and Black students," as one undergraduate put it. South Private University students agreed with one of their peer's observation that "some students were demoralized by Black faculty who discourage their interest in Black culture." Midwest Public students contended that most of the small number of Black professors on campus do not interact well with Black students.

At the same time, Black students seemed to understand the dilemma facing junior Black faculty: the traditional mandate of publish or perish. In most universities, that dictum also means publish traditional--ergo, non-Black--scholarship. With limited time and specific academic constraints, the struggling junior Black faculty members apparently often neglect Black students. Such reasoning, however, does not seem to apply to tenured senior scholars.

Black administrators came in for even more biting criticism. Many students believe that the placement of some Blacks in high-level administrative posts is intended to keep students from protesting what they view as legitimate grievances. Said one: "Black administrators are either so frightened for their jobs that they don't help Black students, or their orientation is such that they don't care or feel any responsibility to help."

By contrast, discussions and interviews with Black faculty and staff revealed that an overwhelming majority do understand the academic and socio-racial pressures on Black students and are concerned about their welfare.

What Black faculty and administrators do about their understandings is quite another matter, however. Except for Black faculty at Midwest Private University, who organized a mentor-student program in the spring of 1979, none of the Black faculty at the schools visited have created any formal structure to help students with their problems. In each university there were a few Black faculty members and administrators who, by virtue of their job assignments or personal interest, worked closely with Black students. There were also a few who kept the students at arm's length and appeared to have the attitude of indifference attributed to them by the students.

III. ANALYSIS OF QUESTIONNAIRES

The themes that emerged in the indepth interviews were reaffirmed by responses to a questionnaire administered to 84 Black students, 47 Black faculty and administrators, and 38 white faculty and administrators. The three groups were asked to indicate their perceptions of barriers to admission to their university, barriers to remaining at the university, and possible ways to overcome the barriers by selecting one of the following responses:

--unimportant

--slightly important

--somewhat important

--very important

Items perceived as untrue in fact were to be marked unimportant.

The following analysis focuses on differing perceptions among the three groups at the seven universities as a whole. An item that received a combined "somewhat important"/"very important" response from 70 percent or more of the total respondents in any group is assumed to be an important barrier or remedy as perceived by the responding group.

In general, the responses reveal that Black students and Black faculty and administrators share similar perceptions of the barriers and remedies listed in the questionnaire. In some cases, however, the students or faculty/administrators attached a greater degree of importance to a particular barrier or remedy. This similarity of perception does not extend to the white faculty and administrators. With few exceptions, their perceptions are very different from those of the other two groups. (Table 3)

Heading the list of barriers to admission cited by Black students and Black faculty/administrators were poor secondary school preparation, a hostile university environment, indifferent recruitment, inadequate financial support, and the fact that the university has not traditionally welcomed Blacks. The two groups disagreed only on the importance of indifferent recruitment, with 79 percent of students giving it a combined somewhat important/very important rating, compared to 46 percent of Black faculty and administrators.

White faculty and administrators attached far less importance to such barriers. They agreed with Black students and Black faculty administrators on only one item--poor secondary school preparation--with 74 percent giving it a somewhat important/very important rating.

TABLE 3: COMPARISON OF PERCEPTIONS OF MAJOR BARRIERS TO ADMISSION AND RETENTION AND POSSIBLE REMEDIES

Issue	Percent Agreement		
	Black Students	Black faculty/ administrator	White faculty/ administrator
Barriers to Admission:			
1. Poor secondary preparation	87	85	74
2. Indifferent recruitment	79	46	13
3. Inadequate financial aid	77	74	26
4. Hostile university	80	85	65
5. University traditionally has not welcomed Blacks	74	83	63
Barriers to Retention:			
1. Inadequate financial aid	88	77	31
2. Feelings of alienation and loneliness	92	96	74
3. Failure to use available counseling	55	81	60
4. Inadequate secondary school preparation	61	79	82
5. Cultural/racial identity adjustments	83	77	76
6. Sexual/social relationships	70	59	36
Remedies:			
1. Improved counseling facilities	81	79	57
2. Improved remedial and tutorial programs	80	79	57
3. Improved financial aid	88	85	42
4. An organized program of Black cultural activities throughout the year	80	65	26
5. More Black administrative faculty and staff models	94	100	68
6. Assistance in securing part-time and summer jobs	82	79	60
7. More direct contact with professors	86	89	71
8. More systematic study by Black students	74	83	68
9. Special pre-college programs	75	70	65
10. Greater participation in Black organizations	74	52	23
11. Greater participation in general university social and political activities	70	74	52

Similarly, barriers to remaining at the university were viewed quite differently by Black students and Black faculty/administrators compared to white faculty/administrators. Some 88 percent of Black students and 77 percent of Black faculty/administrators identified inadequate financial aid as an important barrier; only 31 percent of white faculty/administrators did so. Likewise, 92 percent of Black students and 96 percent of Black faculty/administrators cited feelings of alienation and loneliness as an important barrier to retention, while 74 percent of white faculty/administrators had a similar perception. The only commonly perceived barrier to retention was cultural/racial identity adjustments, ranked as important by 83 percent of Black students, 77 percent of Black faculty/administrators, and 76 percent of white faculty/administrators.

The identification of possible means of overcoming the obstacles to admission and retention also revealed differing perceptions among Blacks and whites. Almost 81 percent of Black students and Black faculty/administrators saw a great need for improved counseling, remedial and tutorial efforts; only 57 percent of the white respondents had a similar view. Likewise, all of the Black faculty/administrators and 94 percent of the Black students cited the need for more Black faculty, administrative and staff models--a perception shared by only 68 percent of the white faculty/administrators. The divergence of views also occurred when respondents considered the need for an organized program of Black cultural activities. It was identified as an important remedy by 80 percent of the students and 65 percent of the Black faculty/administrators, but only 26 percent of the white faculty/administrators. It is ironic to note that white respondents identified cultural/racial identity adjustments as a barrier to retention (76 percent response) but rejected Black cultural activities and organizations and only mildly supported the acquisition of more Black role models as ways to improve Black students' chances of survival at the universities in the study.

IV. RECOMMENDATIONS

A. Admissions Policies

Admissions policies should continue to recognize an obligation to admit Black students from underachieving inner-city high schools. Policies that are formulated to admit only high achieving students who have been socialized to fit the university's image will exclude the majority of Black youth.

B. Recruitment

1. Recruitment policies flow from admissions policies. Universities should seek out students from predominantly Black inner-city schools as vigorously as they recruit "preppies" and students from private or suburban schools.

2. Black personnel should be used to recruit Black students. Schedules should be arranged so that Black schools are visited early in the recruitment process instead of late or last, as is often the case.

3. Close communication with high school counselors should be maintained. Often counselors need to be persuaded to encourage students to apply to State or select private universities. Counselors should also be encouraged to follow up on students who are frequently slow in completing their applications.

C. Precollege Programs

1. Universities should be encouraged to institute or continue special precollege programs, such as the Summer Transition Program at South Private University, which provide academic assistance during the summer before freshmen enroll. Students with poor secondary school backgrounds are likely to need help in mathematics, reading, and writing. They are also likely to need instruction on how to study.

2. During the freshman year, students should be given continuing access to academic, tutorial and counseling resources that are part of or similar to the precollege programs.

D. Orientation

Black students should receive an orientation to the university that helps them to:

--feel that they deserve to be at the university, despite attitudes or actions to the contrary;

--understand the academic expectations of the university and learn early on how to go about satisfying those expectations;

--plan personal goals, which may be in keeping with or in addition to the goals of the university; and

--learn how to locate resources that can be used to satisfy academic, social, psychological and economic needs.

E. Counseling

This is a critical need in view of the enormous social and academic pressures noted by Black students at predominantly white universities. Universities should hire Black counseling personnel whose personal philosophies permit them to help the students to be confortable with their Black identities and their roots, and, at the same time, to function in the larger university community.

F. Cultural Adjustment

Universities should encourage, not discourage, Black student awareness of their heritage in all of its positive aspects. Black students need their own organizations and cultural activities as important means to deal with hostile environments and ensure the development of healthy attitudes toward themselves and other Black people.

G. White Faculty/Administrator Awareness

1. University presidents and other high ranking administrators should take the lead in helping their faculties to be more effective in teaching Black students. Such a process is likely to involve many factors:

--awareness of racial attitudes and preferences;

--reexamination of curricular content;

--assessment of teaching strategies; and

--reexamination of assumptions about who should be served by the university, who "fits" the university's image, and what social or racial characteristics are necessary for the good of the university.

2. Universities should consider instituting teaching seminars, group discussions, or lectures and seminars in Black culture to help administrators, faculties and staffs become more aware of Black students' needs and how to satisfy them.

3. Leadership should be exercised to end harassment of Black students by campus security personnel or local police.

H. Black Faculty/Administrators

1. Universities should recruit and hire more Black faculty, administrators, and staff to serve as models of achievement and to be resources to assist students with their problems. Both Black students and Black faculty/administrators cited this as the most important solution to the problems Black students face. This study agrees with that conclusion.

2. Black professionals should develop mechanisms for direct and continuous contact with Black students. Some Black faculty and administrators will require similar sensitizing to that advocated for their white colleagues. Black faculty and administrators ought to see their roles as academicians or administrators who serve the total university population, but, beyond that, as Black men and women who have an additional obligation to serve as models, mentors, and friends of Black students.

I. Contact with Faculty

Universities should encourage and provide mechanisms for more contact between Black students and the general faculty, particularly professors under whom Black students are currently studying. Such contact could come in the form of personal conferences, lunch or dinner with the professor and groups of students, or other creative patterns.

J. Financial Assistance

1. Black students need greater financial assistance. While all of the universities studied provide financial assistance based on need, students complain of the inadequacy of the aid package, which usually consists of a combination of grants, loans and job earnings. Where possible, universities should provide greater amounts of grant money and fewer loans.

2. Freshmen should not be required to take during-school jobs. Students frequently cite the burden of holding a job during the freshman year.

3. With Black youth unemployment at a level of almost 50 percent, it is unrealistic to require that summer earnings be a part of students' yearly budgets. Where the university is able to assist its Black students to secure summer jobs, then this requirement can and should be met.

4. Contingency funds should be available to help Black students meet financial emergencies.

K. Further Study

1. Other universities, similar to the ones in this study, should be surveyed.

2. Graduate and professional school programs also need close scrutiny.

3. Such studies, however, should be undertaken by teams of researchers, adequately funded for indepth investigation.

L. Data Availability

The U. S. Education Department should require annual data from colleges and universities, to give accurate information by race/ethnicity, on such matters as changes in admissions policies, recruitment procedures, numbers of applicants and admissions, and attrition at all levels.

V. SUMMARY

The data and other findings obtained during the course of this study do not bode well for the future of Black higher education at predominantly white universities.

Poor academic preparation in secondary schools appears to be the main barrier to access to higher education at the seven universities investigated. And yet, several of them are considering changes in their admissions policies that would require higher college board scores and class rank--a trend that threatens to curtail Black enrollment even further. Even more disturbing is the tendency--already apparent at East Private University and West Private University--to select only the most "socially acceptable" Black students, excluding economically disadvantaged students. If continued, the practice could ultimately produce a trained Black elite. Rooted in middle-class, predominantly white neighborhoods, educated at predominantly white high schools, and rewarded for deracializing themselves at the university, this corps of Black college graduates could be expected to feel little responsibility for the Black underclass, widening the significant gap that already exists.

Attrition statistics for Blacks vary significantly among the seven universities from the alarmingly high rates at Midwest Private and Midwest Public Universities to the negligible drop-out rate among the highly qualified Black students at East Private University. However, at all seven universities, the underlying causes of Black attrition appear to be rooted in the poor quality of Black life on campus. Black students perceive themselves in a hostile environment--a view shared by the vast majority of Black faculty/administrators queried and recognized by almost two-thirds of the white respondents. Black students must attempt to deal with loneliness and alienation as well as hostility from white professors and students at the same time they are trying to adjust to a largely foreign academic milieu.

Meanwhile, universities send conflicting signals that further hamper students' ability to deal with the extraordinary academic and social pressures. Black students who receive special financial aid or academic assistance get the message that "special" is inferior--that they do not deserve to be at the predominantly white university. The badge of inferiority is then pinned on all Black students, including those of the highest academic ability and those with no financial need. At the same time, the universities signal Black students to downplay their racial identity, frowning on Black societies, Black dormitories, Black dining hall tables, a sense of Black Self.

Black students put pressures on each other in similarly conflicting ways. On the one hand they support university divestiture, Black studies, Black societies, and dating only other Blacks. On the other hand, they want to integrate, to avoid being "stigmatized" as Black, to deemphasize race, and to interact socially with other races.

Universities offer few support systems to help Black students cope with the whirlwind of confusing racial, cultural and academic adjustments. There is a scarcity of Black role models, inadequate financial aid, and an almost total absence of trained Black counselors on all of the campuses investigated. The universities, while acknowledging the pressures faced by Black students, do not recognize the need for Black counseling personnel.

In addition, Black students have ambivalent feelings toward Black faculty and administrators. While they cry out for greater numbers of Black role models, they feel that most of the Black faculty/administrators presently on campus do not care about them or cannot communicate with them.

Black faculty, on the other hand, share the students' perceptions of the problems and solutions. More important, they show far greater understanding of the students' needs than do white faculty and administrators. Nevertheless, these Black professionals have failed to develop mechanisms that would increase interaction, strengthen their relationships with Black students, and enable them to help the students with their problems.

In short, while poor academic preparation appears to be the main barrier to access to higher education at the seven predominantly white universities studied, the factors described above constitute the major barrier to retention.

Substantial changes in university policies and programs are needed if Black students are to gain increased access to predominantly white institutions and enjoy opportunities for academic success. Admissions and recruitment efforts should continue to include Black students from inner-city schools. Programs of special financial and academic assistance should be expanded, along with efforts to provide orientation and counseling facilities and more Black role models for students. Universities also need to raise the consciousness of white faculty and administrators--and, in some cases, Black faculty and administrators--to promote more interaction with Black students. Only then will there be a realistic prospect of increased admission, retention and graduation from college for America's Black youth.

Related Bibliography on Black Students at Predominantly White Institutions

In order to illustrate that the findings of this report are an indication of the overall situation and not the individual inequities at hand-picked institutions, the Committee includes this brief review of other relevant literature on the subject. Since the problems encountered by Black students on white campuses remain a major stumbling block to parity in success and graduation rates, the need for Federal assistance in the resolution of these issues has not abated. The Committee regrets that time and budgetary constraints prevented an in-depth analysis to demonstrate the continuity of these problems but encourages other investigators to probe this topic in greater detail.

Boyd, William M., "Black Undergraduates Succeed in White Colleges." Reprinted from the Educational Record, Vol. 58, No. 3, 1977.

Data presented in this article are based on a survey which was conducted in 1973 and again in 1975 by an alumni group of A Better Chance (ABC), an organization founded in 1963 whose "primary purpose is to help talented minority group students attend those (predominantly white institutions) and succeed at highly selective colleges." The purpose of the survey was to refute the myth that Black students are only able to attend "top schools" because of special admissions policies. The author draws the following conclusions based on the two surveys: (a) Black students make a successful academic adjustment at white colleges; (b) they retained a strong interest in graduate education, and (c) students felt confident about their academic preparation. Former ABC students were found to have better preparation which, according to the author, points out the need for more Black students to attend independent secondary schools and equivalent public high schools.

Centra, John A., "Black Students at Predominantly White Colleges: A Research Description." Sociology of Education, Vol. 43, Summer 1970, pp. 325-339.

A comparison of the background characteristics, activities, goals and perceptions of Black students at predominantly white colleges with those exhibited by their white counterparts. Data presented in the article are based on the results of the "Questionnaire on Student and College Characteristics" (QSCC) that was administered to 249 Black students at 83 traditionally white institutions in 1968. A comparison group of 249 white students was selected from the same 83 institutions. White students were matched with Black respondents on the basis of sex and major field of study. As expected, the results revealed that there were large differences in socioeconomic background between Black and white students and that white students were heavily involved in organized campus-based activities while Black students were involved with activities aimed at improving the larger society in general and those aimed at improving the status of Blacks in particular. The author also found that more Black students than whites

planned to attend graduate or professional school. An analysis of the data also showed more similarities than differences in the Black and white students' perceptions of the college environment. It should be noted that despite the similarities in the responses to questions (on general features of the college rules & regulations, curriculum flexibility, political activism, etc.) they viewed the racial environment quite differently. These differences pointed toward the existence of a dual environment.

Dawkins, Marion P., "Enhancing the Meaningfulness of the College Experience for Black Students on a Predominantly White campus," The Maryland Association for Higher Education Journal, 1978, pp. 10-19.

A discussion of Black students' perceptions relative to faculty-student relations, academic advisement, support of administrators, student interracial encounters, and social participation at the University of Maryland at College Park (1977). The author argues that only through an awareness of Black students' perceptions of the existing college environment can college administrators et. al. make sincere efforts to enhance their (Black students') experience at predominantly white institutions and to improve their chances for successful college completion. Although the results of this study are based on data gathered from only 81 returned questionnaires, the findings underscore similar academic and non-academic (e.g. feeling of being objects of prejudice; inappropriate advice from academic advisors; limited participation in social activities) adjustment problems experienced by Black students attending other predominantly white institutions.

Jones, Larry G., Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions. Atlanta, Georgia, Southern Regional Education Board, 1979.

The purpose of this study was to gather the opinions, attitudes, and perceptions of Black students regarding campus activities and institutional programs at predominantly white institutions in southern States. The author's intent is to provide some baseline data which could be utilized by college administrators in formulating policies and programs aimed at retaining Black students currently attending predominantly white institutions and recruiting others. Nineteen (19) institutions participated in the study. A total of 7,861 questionnaires were distributed and 2,564 were completed. The major finding of the study is that "Black students choose, enroll in, and remain at predominantly white institutions because they are convinced that the educational benefits derived from the experience are worth any extra effort, struggle, or consideration necessary." It is the responsibility of the institution to institute programs aimed at addressing the concerns voiced by its Black student population. The author concludes that Black students on predominantly white campuses should be given every opportunity to participate in campus activities and programs and that the administration should solicit their help in the recruitment of minority faculty and students.

Lyons, James E., "The Adjustment of Black Students to Predominantly White Campuses." Journal of Negro Education, Vol. 42, Fall 1973, pp. 462-466.

In an attempt to ascertain what Black students are doing to survive on the predominantly white campus, the researcher conducted a survey of colleges and universities in the Northwest, South, Midwest, and the West. A questionnaire was sent to undergraduate students, vice presidents, and provosts of 140 colleges and universities during the summer of 1969. The results of the survey indicated that the Black students felt a real need for the creation of a Black student organization. This organization was viewed as the vehicle for expressing the political, cultural and social concerns of Black students. Black students were found to be actively involved in the recruitment of Black faculty and staff and curricular activities. In addition to demanding more Black faculty and staff, the Black students expressed a desire for a Black or Afro-American Studies Program, new admissions procedures, and increased sensitivity on the part of the administration.

Lytle, David, "Harvard Study Shows Race Problems Still Exist." Higher Education Daily, Vol. 8, No. 96, May 15, 1980, pp. 3-4.

A summary of the comprehensive race relations report written by a multi-racial group of students and faculty of Harvard University. This report is based on a survey which was conducted among the 6,000 students attending Harvard-Radcliffe College. The author highlights Black and White students' opinions about the academic ability of minority students, Harvard's admissions policy, and the overall treatment of Blacks and other minorities on the two campuses. According to the report, "admission policies favoring minorities foster doubt about their academic ability and represent a particularly serious problem in race relations because they challenge the right of minorities to be at Harvard." The status of race relations at Harvard is said to be a "checkered pattern", characterized by both interaction between Blacks and whites and "pockets of racial separatism". The study recommends that Harvard be "more forthright in expressing support for minority students, that more curricular on race relations be developed, that greater use be made of student tutors and proctors in improving race relations and that high priority be given to affirmative action plans to increase minority faculty members."

Lytle, David, "Harvard Should Establish Minority Center, Advises Panel." Equal Opportunity in Higher Education, Vol. 7, No. 3, February 9, 1981, p. 7.

A review of a report submitted by the student-faculty committee which was formed in response to student demands for a Third World center. After studying Third World centers established by several other universities/colleges, the committee rejected the idea of setting up such a center at Harvard fearing that the center might result in the "further separation of the races at Harvard." The committee recommended that the school establish a foundation to sponsor intercultural and social events for all students.

Peterson, Marvin W., et. al. Black Students on White Campuses: The Impacts of Increased Black Enrollments. Ann Arbor, Michigan, Survey Research Center, Institute for Social Research, The University of Michigan, 1978.

A compilation of articles which address the question of the responsiveness of colleges and universities to Black students at thirteen (13) institutions (Bowling Green State University, Ohio; two annonymous institutions, "University of the City" and "State University"; State University of New York College at Brockport; California State College and Clarion State College, parts of the Pennsylvania State College System; University of Missouri, Kansas City; Metropolitan University; Northwestern University, Illinois; Bradley University, Illinois; Carleton College, Minnesota; Lewis University, Illinois; and Macalester College, Minnesota). Since the authors' intent is to assess the impact of increased Black enrollment on the administration, organization, faculty, curriculum, allocation of resources and student culture, they do not emphasize Black students' responses to the institutions they attend. The research survey was carried out in two stages. Stage I consisted of institutional visits and was designed to obtain information on institutional responses to issues concerning administration, faculty, academic and student culture. In Stage II, the researchers did an extensive survey of 4 of the 13 campuses.

The researchers make a sincere effort to place the admissions of substantial numbers of Black students to white institutions in 1968 in its proper historical perspective by highlighting the external and internal environmental forces which set the stage for their (institutions') responses. Four general patterns of response to Black enrollment at the institutions surveyed were identified - adaptive, responsive, reactive, and evolutionary. Analysis of the data provided by the 13 institutions reveal the decision to recruit significant numbers of Blacks was in most instances a voluntary decision. Leadership from the top is identified as being important in the successful recruitment of minorities and the implementation of programs designed to benefit Black and other minority students. The increased enrollment of Black students on the campuses under study was found to have an impact on the administration, programs, faculty, etc., although the degree of impact varied from institution to institution. The authors conclude their analysis with comments on the future commitment and support which can be expected from these institutions and elaborate further on a model of institutional response to increased Black enrollment.

Scott, Patricia Bell, "Two Sides of the Coin: Black Students in White Institutions." Journal of NAWDAC (National Association for Women Deans, Administrators, and Counselors), undated.

A trend analysis of articles on Black students at white institutions which appeared in the College Student Personnel Abstracts (CSPA) from 1965-1976. The author formulated six questions which were asked about the 428 research articles which she found dealing with the topic. Not surprisingly, the largest percentage of research during this period emphasized the racial attitudes, academic weaknesses, test performance, family backgrounds, and

levels of aspirations of Black students. The research efforts of Gibbs (1973) and Strikes (1975) are cited as being useful sources because these authors provide theoretical models relating to coping mechanisms and adaptive patterns of Black students in white colleges. The author argues that researchers should stop overemphasizing the so-called handicaps of Black students on white campuses and work at strengthening the theoretical and research base.

Willie, Charles V. and McCord, Arline Sakuma. Black Students at White Colleges. New York, Praeger Publishers, 1972.

An indepth discussion of the experiences of Black students on four predominantly white college campuses in upstate New York. This study, which was conducted during the 1969-70 school year, is quite different from others dealing with the topic because of the different data-collection techniques utilized by the researchers. These techniques include: (a) interviews with Black students, (b) a survey of Black (and white) students, (c) forums conducted by Black students, (d) written documents and records concerning campus activities, and (e) interviews with the Black advisors on each campus. The issues of concern to Black students (white racism, social life and political action, housing, Black studies, etc.) are treated in separate chapters of the book. The personal experiences (perceptions, attitudes, aspirations) of several Black students which are highlighted throughout the book enhance the overall effectiveness of the study and lend support to the assertions made by the researchers. The total Black experience at a white college is described as a "story of hope, frustration, and disillusionment," a "story of acceptance and rejection," and a "story of individual and institutional racism." Further elaboration of the policy implications for the study is provided in the summary chapter.

APPENDIX

A. Questionnaire Responses

B. Advisory Committee Members

C. Committee Staff

D. Committee Charter

Appendix A

Questionnaire Responses

Perceptions of Problems

1. Student perceptions (84 respondents)

In response to the questionnaire, student perceptions of the most important barriers to admission are as follows:

A. Black students have poor secondary school preparation.

(1) somewhat important - 24
(2) very important - 49
(87%)

B. Cultural/racial identity adjustments.

(1) somewhat important - 29
(2) very important - 41
(83%)

C. The university is perceived as a hostile institution.

(1) somewhat important - 29
(2) very important - 38
(80%)

D. The university does not actively recruit Black students.

(1) somewhat important - 17
(2) very important - 49
(79%)

E. Inadequate financial aid.

(1) somewhat important - 15
(2) very important - 50
(77%)

F. The university is perceived by Black students as an institution that traditionally has not welcomed them.

(1) somewhat important - 23
(2) very important - 39
(74%)

G. High school counselors don't encourage students to attend the university.

(1) somewhat important - 23
(2) very important - 39
(74%)

With regard to barriers to remaining, once admitted, students perceived the following:

A. Feelings of alienation and loneliness.

(1) somewhat important - 21
(2) very important - 56
(92%)

B. Inadequate financial aid

(1) somewhat important - 8
(2) very important - 66
(88%)

C. Cultural/racial identity adjustments.

(1) somewhat important - 29
(2) very important - 41
(83%)

D. Hostile environment.

(1) somewhat important - 25
(2) very important - 45
(83%)

E. Sexual/social relationships.

(1) somewhat important - 37
(2) very important - 22
(70%)

The most important remedies suggested by students are:

A. More Black faculty/administrative models.

(1) somewhat important - 12
(2) very important - 67
(94%)

B. Improved financial aid.

(1) somewhat important - 8
(2) very important - 66
(88%)

C. More direct contact, such as conferences, with professors.

(1) somewhat important - 26
(2) very important - 46
(86%)

D. Assistance in securing part-time (during school) and summer jobs.

(1) somewhat important - 30

(1) somewhat important - 30

(2) very important - 39 (82%)

E. Improved counseling facilities.

(1) somewhat important - 27

(2) very important - 41 (81%)

F. Improved remedial and tutorial programs.

(1) somewhat important - 24

(2) very important - 43 (80%)

G. An organized program of Black cultural activities, throughout the school year.

(1) somewhat important - 23

(2) very important - 44 (80%)

H. Special pre-college programs to compensate for poor secondary school preparation.

(1) somewhat important - 27

(2) very important - 36 (75%)

I. More systematic studying by Black students.

(1) somewhat important - 24

(2) very important - 38 (74%)

J. Greater participation in Black campus organizations.

(1) somewhat important - 24

(2) very important - 38 (74%)

K. Greater participation in the general university social and political activities.

(1) somewhat important - 21

(2) very important - 38 (70%)

2. Black Faculty/Administrator Perceptions (47 respondents)

Barriers to admission:

A. Poor secondary school preparation.

(1) somewhat important - 13
(2) very important - 27 (85%)

B. The university is perceived as a hostile institution.

(1) somewhat important - 13
(2) very important - 27 (85%)

C. The university is perceived as a place that has not traditionally welcomed them.

(1) somewhat important - 11
(2) very important - 28 (83%)

D. Adequate financial support is not available.

(1) somewhat important - 13
(2) very important - 22 (74%)

E. High school counselors don't encourage Black students to attend the university.

(1) somewhat important - 14
(2) very important - 21 (74%)

Barriers to remaining at the university:

A. Student feelings of alienation and loneliness.

(1) somewhat important - 14
(2) very important - 31 (96%)

B. An environment perceived as hostile.

(1) somewhat important - 10
(2) very important - 29 (83%)

C. Failure to use available counseling services.

(1) somewhat important - 15
(2) very important - 23 (81%)

D. Inadequate secondary school preparation.

(1) somewhat important - 14
(2) very important - 23 (79%)

E. Cultural/racial identity adjustments.

(1) somewhat important - 16
(2) very important - 20
(77%)

F. Inadequate financial aid.

(1) somewhat important - 13
(2) very important - 23
(77%)

Possible remedies:

A. More Black faculty/administrators, staff models for students.

(1) somewhat important - 7
(2) very important - 40
(100%)

B. More direct contact, such as conferences with professors.

(1) somewhat important - 12
(2) very important - 30
(89%)

C. Improved financial aid.

(1) somewhat important - 9
(2) very important - 31
(85%)

D. More systematic studying by Black students.

(1) somewhat important - 13
(2) very important - 26
(83%)

E. Improved counseling facilities.

(1) somewhat important - 9
(2) very important - 28
(79%)

F. Assistance in securing part-time (during school) and summer jobs.

(1) somewhat important - 14
(2) very important - 23
(79%)

G. Improved remedial and tutorial programs.

(1) somewhat important - 15
(2) very important - 22
(79%)

H. Greater participation in the general university social and political activities.

(1) somewhat important - 14
(2) very important - 21
(74%)

I. Special pre-college programs to compensate for poor secondary school preparation.

(1) somewhat important - 13
(2) very important - 20
(70%)

3. White Faculty/Administrators' Perceptions (38 respondents)

Barriers to admission:

A. Poor secondary preparation.

(1) somewhat important - 7
(2) very important - 21
(74%)

The above is the only item receiving a combined 70% perception as a barrier to admission.

Barriers to remaining at the university:

A. Inadequate secondary school preparation.

(1) somewhat important - 13
(2) very important - 18
(82%)

B. Cultural/racial identity adjustments.

(1) somewhat important - 23
(2) very important - 6
(76%)

C. Feelings of alienation and loneliness.

(1) somewhat important - 16
(2) very important - 12
(74%)

Possible remedies:

A. More direct contact, such as conferences with professors.

(1) somewhat important - 12

(2) very important - 15 (71%)

The above is the only item receiving a combined 70% perception as a remedy to the problems of Black students.

APPENDIX B

PREVIOUS ADVISORY COMMITTEE MEMBERS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

MEMBERSHIP

Dr. Elias Blake, Chairperson
President
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Dr. Laura Bornholdt
Vice President for Education
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Tuskegee Institute, Alabama 36088

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(One Vacancy)

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Dr. E. T. York*
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*Mrs. Cecile M. Springer was appointed March 1979.

MEMBERSHIP, AS OF 9/80

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APPENDIX C

COMMITTEE STAFF

Program Delegate

Carol J. Smith

Consultants

Alfred L. Cooke
Linda J. Lambert

Support Staff

Linda E. Byrd-Johnson
Mae H. Carter
J. Christopher Lehner
Patricia S. Lucas
Mary L. Nails

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $130,000. Estimated person-years of staff support is ten at an estimated cost of $210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven C. Hunter
Acting Secretary

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